

Guide to Reports

Grades 3 - 9

Fall 2007



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Introduction

This guide was developed to assist educators in understanding and using the Fall 2007 Michigan Educational Assessment Program (MEAP) assessment results.

New this fall are the following Performance Level Descriptors approved by the State Board of Education:

Level 1: Advanced (previously Exceeded)

The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient (previously Met)

The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient (previously Basic)

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient (previously Apprentice)

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

Also new this fall is the reporting of individual students' performance level change for students in grades 4 - 8 on the MEAP assessments. .

Briefly, the range of students' performance level change is determined by dividing each of the MEAP performance levels

(Not Proficient, Partially Proficient, Proficient, and Advanced) into three sub-levels (low, middle, and high), and tracking students transition from one year to the next (e.g., from middle of the Not Proficient category in grade 3 to the top of the Partially Proficient category in grade 4). The categories of change are: Significant Decline (SD), Decline (D), No Change (N), Improvement (I), and Significant Improvement (SI).

Individual students' performance level change can be reported for those students who were in the previous grade in Fall 2006, took MEAP in both Fall 2006 and Fall 2007, and had a matching Unique Identification Code (UIC) for both Fall 2006 and Fall 2007.

Student performance levels for the current and previous year and the change in achievement from grade-to-grade will be included in Summary Reports, Feeder School Reports, Class Rosters, Individual Student Reports and Parent Reports.

Report summaries are included in your shipment of reports that will provide information on the status and progress of Michigan's students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate summary results are provided for the following three student population groups: all students, students with disabilities, and all except students with disabilities.

The table on the following page is a brief purpose statement for each report, a list of the student populations represented in the report, and the report distribution. Detailed descriptions and key components of the reports are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing

Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

Released Items

The ***Released Item documents*** to be used with the reports are available for each grade level and subject area assessed, at www.michigan.gov/meap. Copyright permissions for the ***Fall 2007 ELA Reading Selections*** did not include Internet permissions. Ten printed copies of the Released Item Reading Selections for Grades 3–8 will be mailed to each school and district with their Final Reports.

If you have questions regarding the *Released Item documents* please contact the Office of Educational Assessment and Accountability:

Phone: 1-877-560-8378

Fax: 517-335-1186

E-mail: meap@michigan.gov

Fall 2007 MEAP Reports — Grades 3–9

Report	Purpose	Reported Population	Distribution
Individual Student Report	Printed for individual students, this report provides a detailed description of the student's performance on each strand and benchmark (GLCE) assessed within each subject area, as well as the student's performance level change from the previous year.	All Students	Class/Group School
Student Record Label	Summaries of individual student achievement and performance level change in all subject areas in label format.	All Students	School
Parent Report	Printed for individual students, this report provides a summary description of the student's performance by strand, for each subject area assessed. This report also contains information on the student's performance level change.	All Students	1 copy
Class Roster	Summary score information by class/group, for each strand and benchmark (GLCE) assessed within each subject area, including detail information for each student assessed, as well as reporting student performance level change.	All Students	Class/Group School
Item Analysis Report	A description of each released multiple-choice and constructed-response item from the assessment, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response (MC), or scoring at each point (CR), and indicates item statistics summarized by class/group, school, district, and state.	Separate reports for all students, students with disabilities, and all except students with disabilities	Class/Group School District State
Feeder School Report	A comparative set of mean scale score information for feeder schools. All subject areas and level of performance are reported.	All students coming from the feeder school within the district at transition grade levels	Feeder School District
Summary Report	A comparative set of mean scale score information for each grade level, summarized by school, district, ISD, and state. This report also contains a summary of performance level change as well as year-to-year transitions.	Separate reports for all students, students with disabilities, and all except students with disabilities	School District ISD State
Demographic Report	A comparative set of mean scale score information for each grade, summarized by school, district, ISD, and state. All subject areas and levels of performance are reported for each demographic subgroup with at least 10 students.	Separate reports for all students, students with disabilities, and all except students with disabilities	School District ISD State
Comprehensive Report	Summary score information is provided in each subject area. The District Comprehensive Report will provide summary score information for the district and each school within the district. The ISD Comprehensive Report provides summary score information for the ISD, followed by each public district, PSA, and non-public school within the ISD.	All Students	District ISD

Section 1 Scoring

Criteria set by Michigan educators are used to score all MEAP assessments.

Definitions

Scale Score

A scale score is defined as a stable score on the assessment that is reported for each student. It is constructed in such a way that it has clear meaning. On the Grade 3 assessment, a score of 300 is assigned to a third-grade student who barely meets grade level expectations for Michigan students. The same pattern is followed for each grade level assessment (e.g., 400 is assigned to a fourth-grade student who barely meets grade level expectations for Michigan students, 500 is assigned to a fifth-grade student who barely grade level expectations for Michigan students, etc.). The scale score is stable because it allows for students' scores to be reported on the same scale regardless of which year they took the assessment, and which form of the assessment the student took.

Scale scores are not comparable across grade levels. A scale score of 400 on the Grade 3 assessment **does not** indicate that the third-grade student would be considered as meeting grade level expectations on the Grade 4 assessment.

Performance Level

A performance level is defined as a range on the score scale that corresponds to student achievement levels, *Not Proficient*, *Partially Proficient*, *Proficient*, and *Advanced*. The divisions between the levels are called cut scores, and are recommended by a panel comprised of educators and other stakeholders throughout the state. This panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next. The Michigan State Board of Education approves the final cut scores and Performance Level ranges.

Machine-Scoring Process

Multiple-choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the four choices in grades 4–9, (or three choices in grade 3), in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

All constructed-response items requiring short or extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) and social studies is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high-stakes assessments, MEAP staff have taken every step possible to minimize scoring subjectivity.

Pearson Educational Measurement has been hired as the contractor for the handscoring process. All written responses are handscored by a trained scorer that has received extensive training. The scorer must pass a qualifying test before being permitted to score student responses.

During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers will be available at the MEAP web page (www.michigan.gov/meap).

The remainder of this section contains scoring information for the ELA and social studies constructed-response items. In mathematics and science, a unique scoring rubric is created for each constructed-response item. Therefore, the math and science scoring rubrics are not included in this guide.

Scoring the English Language Arts (ELA) Assessment Grades 3–8 Fall 2007

Each English Language Arts (ELA) assessment contains a mixture of item types. Every grade-level assessment includes multiple-choice items and three items that require students to write a response:

- Prompt for *Writing from Knowledge and Experience*
- *Peer Response to a Student Writing Sample*
- *Response to the Paired Reading Selections*

Because each prompt requires a different type of response, there is a separate scoring rubric for each of the prompts (pages 6–8).

All responses are scored as rough drafts and not as polished pieces of writing. Each response is scored by one scorer, with 20% of the student responses scored by a second scorer for quality control purposes.

Writing

- The *Writing from Knowledge and Experience* prompt is scored holistically using a six-point writing rubric.
- The *Peer Response to the Student Writing Sample* is scored based upon a four-point writing rubric.
- The scores earned on the above two constructed-response items are added together, contributing up to 10 of the 20 possible points of a student's overall writing score.
- The remaining third of the writing test is comprised of ten multiple-choice writing items, each worth one point.
- For writing, the four levels of achievement (e.g., Advanced, Proficient, etc.) are set on the total of 20 possible points.

Reading

- The *Response to the Paired Reading Selections* item was not scored for Fall 2007.

Integrated ELA Score

- ELA scale scores are calculated using a weighted average (two-thirds reading, one-third writing) of each individual student's reading and writing scale scores.
- ELA performance level cut scores are also determined by using a weighted average of the scale score cuts for reading and writing
- A student must have a valid reading score **and** a valid writing score to obtain an integrated ELA score. Students receive a valid score for reading **or** writing if at least five multiple-choice or constructed-response raw score points are attempted.

Michigan Educational Assessment Program
Fall 2007 English Language Arts Assessment
Grades 3–8

Writing from Knowledge and Experience
Scoring Rubric and Condition Codes

- 6** The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.
- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.
- 0** The response was not able to be scored.
- Condition codes:**
- A** Off-topic
 - B** Written in a language other than English or illegible
 - C** Blank or refused to respond

Michigan Educational Assessment Program
Fall 2007 English Language Arts Assessment
Grades 3–8

Writing: *Peer Response to a Student Writing Sample*
Scoring Rubric and Condition Codes

- 4** The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 3** The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.
- 2** The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.
- 1** The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.
- 0** The response was not able to be scored.
Condition codes:
 - A** Off-topic or insufficient
 - B** Written in a language other than English or illegible
 - C** Blank or refused to respond
 - D** Summarizes, revises, and/or copies the student sample, making no connection to the question asked

Michigan Educational Assessment Program
Fall 2007 English Language Arts Assessment
Grades 3–8

Reading: *Response to the Paired Reading Selections*

The Response to the Paired Reading Selections
item was not scored for Fall 2007.

Michigan Educational Assessment Program
Fall 2007 English Language Arts Assessment
Grades 3–8
Comment Codes

In addition to the holistic scores, students may receive feedback in the form of a comment code on their response to the *Writing from Knowledge and Experience* prompt. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

Writing from Knowledge and Experience

1. Lacks focus on one central idea.
2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
3. Needs details and examples to adequately develop the ideas and content.
4. Lacks coherent organization and/or connections between ideas.
5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
7. Needs greater precision and maturity of language use to get a higher score.
8. Earned the highest score point of 6.

Response to the Paired Reading Selections

This item was not scored for Fall 2007.

**Scoring the Social Studies Assessment
Grades 6 and 9
Fall 2007**

Social Studies assessments for Grades 6 and 9 contain two item types. Each grade-level assessment includes multiple-choice items, with up to 10 items from each of the following strands: History, Geography, Civics, Economics, and Inquiry. There is also one Decision-Making item that requires students to write a persuasive essay about a public policy issue in response to a data section prompt. The student response is scored holistically using a three-point writing rubric for Grade 6 and a four-point writing rubric for Grade 9. The Scoring Rubrics for Grade 6 and 9 are the following pages. All responses are scored as rough drafts and not as polished pieces of writing. Each response is scored by one scorer with 20% of the student responses scored by a second scorer for quality control purposes.

Core Democratic Values – Grade 6

The persuasive essay item asks students to take a stand on a public policy issue in response to a prompt, and to support their position using the *Core Democratic Values*. The students are provided the following information in their assessment booklet.

**Some Core Democratic Values of
American Constitutional Democracy**

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism
The Rule of Law
Freedom of Speech
Freedom of Religion

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Social Studies Assessment
Fall 2007
Holistic Scoring of Civic Writing – Grade 6

- 3** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student provides at least one supporting point that is based on the *Core Democratic Values*, **and** at least one piece of supporting information from the *Data Section* that is accurate, valid, and relevant. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.
- 2** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student provides at least one supporting point that is based on the *Core Democratic Values*, **or** at least one piece of supporting information from the *Data Section* that is accurate, valid, and relevant. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.
- 1** The response must give a clearly stated position on the issue and support for that position. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.
- 0** The response was not able to be scored.

Condition codes:

- A** Off-topic
- B** Written in a language other than English or illegible
- C** Blank or refused to respond

The following characteristics in a student response will **not** contribute toward a positive score:

- The student does not take a stand, or says that someone else (parents, school, or government) should decide the issue.
- The supporting point based on the *Core Democratic Values* contradicts the stated position.
- The supporting information from the *Data Section* contradicts the stated position.
- *Data* interpretations are not accurate, valid, or relevant.

Comment Codes – Grade 6

In addition to the holistic scores, students may receive feedback in the form of a comment code. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

1. Includes clear and supported position statement
2. Contains supporting Core Democratic Value
3. Uses supporting information from Data Section

**Scoring the Social Studies Assessment
Grades 9
Fall 2007**

The persuasive essay item asks students to take a stand on a public policy issue in response to a prompt, and to support their position using the *Core Democratic Values*. The students are provided the following information in their assessment booklet.

**Some Core Democratic Values of
American Constitutional Democracy**

Fundamental Beliefs

Life
Liberty
The Pursuit of Happiness
Public or Common Good
Justice
Equality
Diversity
Truth
Popular Sovereignty
Patriotism

Constitutional Principles

The Rule of Law
Separation of Powers
Representative Government
Checks and Balances
Freedom of Speech
Freedom of Religion
Federalism
Civilian Control of the Military

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Social Studies Assessment
Fall 2007
Holistic Scoring of Civic Writing – Grade 9

- 4** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student must provide at least one supporting point from **each** of the following:

- position support based on the *Core Democratic Values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *Core Democratic Value*.

- 3** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from **two** of the following:

- position support based on the *Core Democratic Values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the

student's position. This information must be something other than the information supplied by the *Data Section* or a *Core Democratic Value*.

- 2** The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from **one** of the following:

- position support based on the *Core Democratic Values*
- supporting information from the *Data Section* that is accurate, valid, and relevant to the student's position
- supporting social studies information that comes from the student's *prior knowledge* of civics, economics, geography, or history, that is accurate, important, and relevant to the student's position. This information must be something other than the information supplied by the *Data Section* or a *Core Democratic Value*.

- 1** The response must give a clearly stated position on the issue and support for that position. The student's supporting points must be explained in enough detail to show a clear connection to the position taken.

- 0** The response was not able to be scored.

Condition codes:

- A** Off-topic
- B** Written in a language other than English or illegible
- C** Blank or refused to respond

Holistic Scoring of Civic Writing – Grade 9 *continued*

The following characteristics in a student response will **not** contribute toward a positive score:

- The student does not take a stand, or says that someone else (parents, school, or government) should decide the issue.
- The supporting point based on the *Core Democratic Values* contradicts the stated position.
- The supporting information from the *Data Section* contradicts the stated position.
- *Data* interpretations are not accurate, valid, or relevant.
- Student responded based on feelings or opinions instead of *prior knowledge* of civics, economics, geography, or history.
- Support based on *prior knowledge* contradicts the stated position.

Comment Codes – Grade 9

In addition to the holistic scores, students may receive feedback in the form of a comment code. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

1. Includes a clear and supported position statement
2. Contains supporting *Core Democratic Value*
3. Uses supporting information from Data Section
4. Provides supporting knowledge from Social Studies

Michigan Educational Assessment Program
Score Categories and Scale Score Ranges
 Fall 2007
 Grades 3-9

Please see Scale Score and Performance Level definitions on page 4 of the Fall 2007 Guide to Reports.

Subject	Grade	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
Mathematics	3	171 - 278	279 - 299	300 - 326	327 - 412
	4	257 - 377	378 - 399	400 - 431	432 - 540
	5	347 - 476	477 - 499	500 - 526	527 - 658
	6	459 - 579	580 - 599	600 - 621	622 - 751
	7	560 - 675	676 - 699	700 - 721	722 - 851
	8	663 - 783	784 - 799	800 - 819	820 - 964
Reading	3	193 - 279	280 - 299	300 - 337	338 - 411
	4	277 - 372	373 - 399	400 - 442	443 - 519
	5	382 - 481	482 - 499	500 - 537	538 - 613
	6	494 - 579	580 - 599	600 - 637	638 - 716
	7	578 - 683	684 - 699	700 - 737	738 - 818
	8	678 - 779	780 - 799	800 - 833	834 - 910
Writing	3	193 - 273	274 - 299	300 - 356	357 - 409
	4	290 - 351	352 - 399	400 - 453	454 - 500
	5	395 - 466	467 - 499	500 - 559	560 - 613
	6	504 - 578	579 - 599	600 - 654	655 - 722
	7	597 - 675	676 - 699	700 - 762	763 - 821
	8	693 - 782	783 - 799	800 - 844	845 - 926
ELA	3	193 - 276	277 - 299	300 - 341	342 - 410
	4	281 - 368	369 - 399	400 - 445	446 - 513
	5	386 - 474	475 - 499	500 - 542	543 - 613
	6	497 - 573	574 - 599	600 - 641	642 - 718
	7	584 - 678	679 - 699	700 - 744	745 - 819
	8	683 - 777	778 - 799	800 - 837	838 - 915
Science	5	342 - 475	476 - 499	500 - 532	533 - 659
	8	661 - 780	781 - 799	800 - 831	832 - 964
Social Studies	6	475 - 586	587 - 599	600 - 618	619 - 727
	9	763 - 880	881 - 899	900 - 928	929 - 1051

Ranges within MEAP Performance Levels

Now that English Language Arts (ELA) and mathematics are assessed in grades 3 through 8, it is possible to track changes in individual students' achievement from grade-to-grade. In writing, because the assessment is short, precision is limited to tracking transitions between the four performance levels (Not Proficient, Partially Proficient, Proficient, and Advanced). However, in reading, mathematics, and overall ELA, the assessments are long enough to allow for more precise tracking of changes in student achievement. In these subjects, it is now possible to track smaller changes in student performance (for example, a transition from the low range of the Partially Proficient category to the high range of that same category). These small ranges are presented in the table below.

Subject	Grade	Ranges											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
ELA	3	193-243	244-261	262-276	277-284	285-291	292-299	300-313	314-327	328-341	342-360	361-384	385-410
	4	281-332	333-352	353-368	369-379	380-389	390-399	400-413	414-427	428-445	446-464	465-487	488-513
	5	386-443	444-460	461-474	475-483	484-491	492-499	500-514	515-528	529-542	543-557	558-576	577-613
	6	497-543	544-559	560-573	574-582	583-590	591-599	600-613	614-627	628-641	642-657	658-678	679-718
	7	584-644	645-662	663-678	679-685	686-692	693-699	700-714	715-729	730-744	745-760	761-779	780-819
	8	683-749	750-765	766-777	778-785	786-792	793-799	800-811	812-823	824-837	838-851	852-869	870-915
Math	3	171-239	240-259	260-278	279-285	286-292	293-299	300-308	309-317	318-326	327-344	345-368	369-412
	4	257-336	337-357	358-377	378-385	386-392	393-399	400-410	411-420	421-431	432-449	450-470	471-540
	5	347-429	430-454	455-476	477-484	485-492	493-499	500-508	509-517	518-526	527-545	546-569	570-658
	6	459-535	536-558	559-579	580-586	587-592	593-599	600-607	608-614	615-621	622-640	641-662	663-751
	7	560-632	633-654	655-675	676-683	684-691	692-699	700-707	708-714	715-721	722-739	740-761	762-851
	8	663-739	740-763	764-783	784-789	790-794	795-799	800-806	807-812	813-819	820-839	840-861	862-964
Reading	3	193-244	245-264	265-279	280-286	287-292	293-299	300-309	310-323	324-337	338-357	358-389	390-411
	4	277-336	337-357	358-372	373-385	386-392	393-399	400-410	411-424	425-442	443-462	463-490	491-519
	5	382-442	443-464	465-481	482-487	488-493	494-499	500-511	512-523	524-537	538-554	555-579	580-613
	6	494-535	536-563	564-579	580-586	587-593	594-599	600-610	611-621	622-637	638-655	656-684	685-716
	7	578-636	637-664	665-683	684-689	690-694	695-699	700-711	712-723	724-737	738-759	760-789	790-818
	8	678-739	740-763	764-779	780-786	787-793	794-799	800-809	810-820	821-833	834-849	850-874	875-910

MEAP Performance Level Change Table

In reading, overall English Language Arts (ELA), and mathematics, the four performance levels have each been divided into three ranges (low, mid, and high) as described on the previous page to enable the more precise tracking of changes in student performance. The table below delineates each of the transitions a student can demonstrate on these MEAP subjects from year to year. On the left hand side of the table is the previous year's MEAP achievement, divided into the various ranges of the performance levels. Across the top of the table is the current year's MEAP achievement. This table is the same for all grades and subjects. Each student's change in performance can be described as fitting into one of the cells by looking at the combination of the performance in the previous and current grades. For example, a student who scored in the low Proficient range both last year and this year would fit in the cell with an N.

Each transition in the table is also categorized as a Significant Decline (SD), a Decline (D), No Change (N), an Improvement (I), or a Significant Improvement (SI). These categories reflect whether students are changing in their performance relative to increasing expectations across grades.

Grade X MEAP Achievement		Grade X+1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	N	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	N	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	N	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	N	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	N	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	N	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	N	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	N	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	N	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	N

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Section 2

Report Descriptions

Michigan Educational Assessment Program (MEAP)

Sample Reports

Fall 2007

The sample reports included in this ***Guide to Reports*** are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific assessment item, or any specific student, school, or district.

Individual Student Report (ISR) Description

The intent of the Individual Student Report (ISR) is to provide a detailed description of each student's performance in the subject areas assessed on the MEAP. This report is designed to help educators identify the academic strengths of their students and the areas that may need improvement. Schools may include these reports in student record files.

Section A identifies the title of the report, the subject area, the grade level, and the assessment cycle. It also lists the name of the teacher (if provided by the district on the Class/Group ID sheet when the answer folders were returned for scoring), class/group code, and the names of the school and district the student was enrolled in at the time the assessment was administered.

Section B contains student identification and demographic information, as well as a summary of the student's performance in that subject area. The specific identification and demographic fields reported are:

- | | |
|-----------------------|----------------------------|
| • Student Name | • Ethnicity |
| • District Student ID | • English Language Learner |
| • Date of Birth | • Formerly LEP |
| • State Student UIC | • Special Education |
| • Gender | • Accommodations Type |

The **Summary of Results** include the number of points the student earned out of the total number of points possible, the student's scale score for the current year, and the performance level attained in the current and previous year.

Section C provides detailed information on the individual student's performance for each released assessment item. All items, except

field test items, are included. The number of points earned out of the total number of points possible is reported for each strand assessed.

Each strand is further subdivided into the primary Michigan benchmarks assessed. The following information is provided for each **benchmark**:

- the GLCE code and descriptor
- the item number in the *Released Items* document
- the student's response to that item number – the Response Code legend is provided in the lower left corner of the ISR
- the number of points earned out of the total number of points possible for that benchmark

Please note the following when using the data on the ISR:

- **Future Core** items do not contribute to the student's score. The item number and student response are reported, however no individual student score is calculated or reported for these items.
- Fall 2007 **Released Item documents** for each grade level and subject area are posted on the MEAP website at www.michigan.gov/meap.

Note: Copyright permissions for the Fall 2007 ELA Reading Selections did not include Internet permissions. Ten printed copies of the Released Item Reading Selections for Grades 3–8 will be mailed to each school and district with their Final Reports.

Section D

Section D provides constructed response data for all subject areas. Comment and condition codes are reported for reading, writing and social studies and are described on pages 6-14 of this document. Students receiving a 0 score will not receive comment codes. Math and science will report only condition codes.



**Grade 4
Fall 2007**



Teacher Name: **LAST, FIRST**
Class/Group: **1234**
School Name: **SUPERIOR ELEMENTARY**
School Code: **34567**

District Student ID: 0123456789 Date of Birth: MM/DD/YYYY State UIC: 1234567890
 Gender: M Ethnicity: American Indian/Alaskan Native (1)
 English Language Learner: N Formerly LEP: Y SpecEd: N
 Accommodations: Reading-Standard: Writing-None

Subject	2007 Achievement		2006 Achievement	2006 - 2007
	Score	Performance Level*	Performance Level*	Performance Level Change
Total ELA	387	3H-Partially Proficient	3H-Partially Proficient	No Change
Reading	414	2M-Proficient	2L-Proficient	Significant Improvement
Writing	364	3-Partially Proficient	2L-Partially Proficient	#

Response codes: + = Correct; **A,B,C,D** = Incorrect; **M** = Multiple Answers Chosen; **blank** = Student Omitted;
0.1.2.... = CR Score

D	Code	Constructed Response	Released Item Number	Earned / Possible Points	Comments or Condition Code
	R.CM.03.03	Response to Reading Selections	22	3/6	X,X,X,X,X,X
	W.PR.03.01	Writing From Knowledge and Experience	31	4/6	X,X,X,X,X
	W.PR.03.01	Response to Writing Sample	37	3/4	X,X

* L, M, and H indicate scores near the (L)ow, (M)iddle, or (H)igh end of the performance levels.
 # The writing test is not long enough to precisely categorize students' year-to-year progress.

Student Record Label Description

A Student Record Label is provided for each student assessed during the Fall 2007 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, Unique Identifier Code Number (UIC#), District Student ID Number (STU#) if provided by the school during the Pre-ID process, date of birth, gender, ethnicity, and grade.

Section C contains the **Subject** areas assessed, the scale score (**SS**) received, the **Performance Level** the student attained in each subject area, and the **Performance Level Change** reported for the student

Level **1** – Advanced

Level **2** – Proficient

Level **3** – Partially Proficient

Level **4** – Not Proficient

Grade 9 sample Student Label

Lastnamexxxxxxx, Firstname I.		12345 DISTRICT NAME 54321 SCHOOL NAME		A
UIC# 1234567890 STU# 0123456789 DOB- MM/DD/YY Gender-M Ethnic-1 Grade-9	Subject	SS	Performance Level	Perf. Level Change
B Fall 2007 meap TM	Mathematics		C	
	Science			
	Social Studies	405	1-Advanced	
	ELA Reading			
	ELA Writing			
	ELA Total			

Lastnamexxxxxxx, Firstname I.		12345 DISTRICT NAME 54321 SCHOOL NAME		
UIC# 1234567890 STU# 0123456789 DOB- MM/DD/YY Gender-M Ethnic-1 Grade-4	Subject	SS	Performance Level	Perf. Level Change
Fall 2007 meap TM	Mathematics	782	1-Advanced	SD
	Science			
	Social Studies			
	ELA Reading	650	3-Partially Proficient	I
	ELA Writing	700	4-Not Proficient	
	ELA Total	675	1-Advanced	SD

Grade 3, 4 and 7 sample Student Label

Grade 5 and 8 sample Student Label

Lastnamexxxxxxx, Firstname I.		12345 DISTRICT NAME 54321 SCHOOL NAME		
UIC# 1234567890 STU# 0123456789 DOB- MM/DD/YY Gender-M Ethnic-1 Grade-5	Subject	SS	Performance Level	Perf. Level Change
Fall 2007 meap TM	Mathematics	782	1-Advanced	SD
	Science	702	2-Proficient	
	Social Studies			
	ELA Reading	650	3-Partially Proficient	I
	ELA Writing	700	4-Not Proficient	
	ELA Total	675	1-Advanced	SD

Lastnamexxxxxxx, Firstname I.		12345 DISTRICT NAME 54321 SCHOOL NAME		
UIC# 1234567890 STU# 0123456789 DOB- MM/DD/YY Gender-M Ethnic-1 Grade-6	Subject	SS	Performance Level	Perf. Level Change
Fall 2007 meap TM	Mathematics	782	1-Advanced	SD
	Science			
	Social Studies	405	1-Advanced	
	ELA Reading	650	3-Partially Proficient	I
	ELA Writing	700	4-Not Proficient	
	ELA Total	675	1-Advanced	SD

Grade 6 sample Student Label

Parent Report Description

The intent of the Parent Report is to provide a summary description of their student's performance in each subject area assessed on the MEAP. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

Section A provides the title of the report, the assessment cycle, the grade the student was in when the assessment was administered, the name of the student, and the student's Unique Identification Code (UIC). It also lists the name of the school and the school district the student was enrolled in at the time the assessment was administered.

Section B provides a brief introductory letter addressed to the parent or guardian of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report.

Section C provides the student's scale score in each subject area assessed for the current year, the performance level obtained in mathematics, reading, writing and total ELA for the current and previous year, and indicates the student's performance level change. (Note: Grade 3 students will have NA-Not_Applicable for the previous year performance level.)

Section D describes how the student performed in each subject area, on each subject area strand, and the total points possible for the strand. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan standards. For example, if a student received a Level 2 on the eighth-grade mathematics

assessment, that student is "Proficient" and has met grade level expectation for Michigan students.

For students taking the English language arts (ELA) assessment, the scores and performance levels have been divided into reading, writing, and total English Language Arts (ELA) score which is a combined performance level for reading and writing. The total ELA score is weighted two-thirds reading, one-third writing.

Section E provides information on students' performance level change from grade to grade in mathematics, reading and total ELA.

Section F provides space for student's mailing address or address label.

Please Note:

The MEAP results for individual students are most reliable and valid at the overall subject area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported subject area scale scores and performance levels provide accurate information for each subject.

Student scores for strands are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Parent Report



Grade 5
Fall 2007



District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

School Name: SUPERIOR ELEMENTARY
School Code: 34567

A

Report For:
Firstnamex I. Lastnamexxxxxxx

UIC: 1234567890

Dear Parent or Guardian:

During October 2007, schools administered the Michigan Educational Assessment Program (MEAP) assessments. The federal No Child Left Behind (NCLB) law requires all students in grades 3 through 8, including <Firstnamex>, to take the English language arts and mathematics assessments. Students also had the opportunity to take science assessments in grades 5 and 8 and social studies in grades 6 and 9.

In the spring of 2007, the State Board of Education approved new performance labels and definitions for the MEAP assessments. With each performance level (Advanced, Proficient, Partially Proficient and Not Proficient) information has been provided to encourage support for continued excellence and to provide support and intervention for students who did not achieve grade level expectations. Please take a moment to review this new information shown on the right-hand side of this page.

The MEAP assessments measure what a student should know and be able to do in each of the subject areas and grades assessed. MEAP specifically addresses content identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well <Firstnamex> performed overall in each subject area assessed.

We encourage you to discuss the MEAP results for <Firstnamex> with teachers and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other assessment and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents and teachers have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,

<SIGNATURE>

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

B

Performance Level Descriptors

Level 1: Advanced

The student's performance exceeds grade level expectations and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient

The student's performance indicates understanding and application of key grade level expectations defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient

The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level expectations defined for Michigan students.

Level 4: Not Proficient

The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level expectations defined for Michigan students.

Results for Firstnamex

Subject	2007 Achievement Score	2007 Performance Level	2006 Achievement Performance Level	2006 - 2007 Perf. Level Change*
Mathematics	422	1-Advanced	1-Advanced	No Change
Science	200	4-Not Proficient	**	**
Total ELA	387	3-Partially Proficient	3-Partially Proficient	No Change
Reading	414	2-Proficient	2-Proficient	Significant Improvement
Writing	364	3-Partially Proficient	3-Partially Proficient	#

* Please see the inside of this report for detailed information on your student's performance level change.

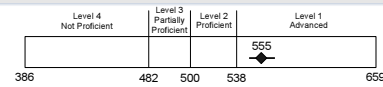
The writing assessment is not long enough to precisely categorize students' year-to-year progress.

** Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.

Fall 2007 Run Date: mm/dd/yy batchxxx-dstchcode-0000000

English Language Arts

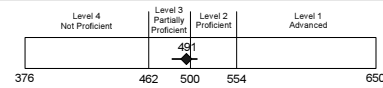
Reading: Your student's reading scale score is reported on the graph below.



Reading Domains	Points Earned	Points Possible	% Correct
Word Study	4	4	100%
Narrative Text	2	3	67%
Informational Text	5	5	100%
Comprehension	18	23	78%

Performance Level Description

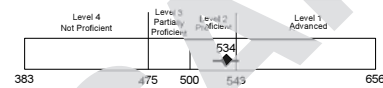
Writing: Your student's writing scale score is reported on the graph below.




Writing Domains	Points Earned	Points Possible	% Correct
Writing Process	3	11	27%
Grammar and Usage	3	3	100%
Spelling	1	1	100%

Performance Level Description

Total English Language Arts: Your student's Total English Language Arts scale score is reported on the graph below.



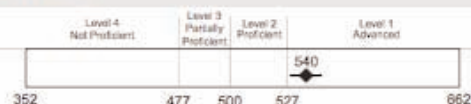
The English Language Arts (ELA) score is a total score based upon a student's performance on the separate reading and writing parts of the assessment.

What is the margin of error () ?

The diamond indicates your child's scale score for the tested subject. This is your child's overall subject scale score and is used to determine the level your child achieved. The horizontal bar indicates the margin of error. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.

Mathematics and Science

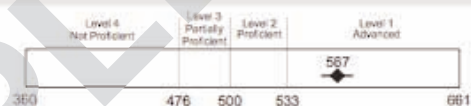
Mathematics: Your student's mathematics scale score is reported on the graph below.



Performance Level Description

Mathematics Strands	Points Earned	Points Possible	% Correct
Number & Operation	23	31	74%
Measurement	11	16	69%
Geometry	8	1	80%
Data & Probability	4	6	67%

Science: Your student's science scale score is reported on the graph below.



Performance Level Description

Science Strands	Points Earned	Points Possible	% Correct
Constr. Knowledge	8	9	89%
Reflect Knowledge	7	11	64%
Life Science	11	11	100%
Physical Science	8	8	100%
Earth Science	9	11	82%

E

Student's Performance Level Change

Mathematics

Last fall, Firstnamex scored near the high end of the advanced performance level. This fall, Firstnamex scored near the middle of the advanced performance level.

From last fall to this fall, Firstnamex showed a decline in performance level. Because your student scored at or very near the highest possible level in both years, this decline should not be a serious concern.

Reading

Scores for Firstnamex could not be found for fall 2006, therefore, no 2006-07 performance level change can be reported.

Total ELA

Scores for Firstnamex could not be found for fall 2006, therefore, no 2006-07 performance level change can be reported.

Performance Level Change
SD - Significant Decline
D - Decline
N - No Change
I - Improvement
SI - Significant Improvement

Note: The writing assessment is not long enough to precisely categorize students' year-to-year progress. Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.



SPACE FOR THE ADDRESS LABEL

The MEAP assessments are standardized, criterion-referenced assessments indicating what students should know and be able to do in relation to the content defined in the Michigan Curriculum Framework. More information about the MEAP assessments can be found at www.michigan.gov/meap. Additional information about the Michigan Curriculum Framework can be found on the Michigan Department of Education web site, www.michigan.gov/mde.

MEAP assessments are made up of multiple-choice and essay items developed, edited and reviewed several times by Michigan educators to assure the accuracy and fairness of each item. This report contains "raw scores" on sub-content areas, showing the number of points that can be earned and the number of points actually earned by your student. An overall score is also given for each content area (mathematics, reading, writing, total English language arts, science, and/or social studies). These overall scores are reported on a standard scale that remains stable across years. Finally, the standard score range is divided into performance levels indicating the degree to which students achieved Michigan standards.

If you have questions about this assessment, or this report, please talk to your student's teacher or principal who will be able to assist you in interpreting this report.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The overall scores on each subject are the most stable of your student's scores. Sub-scores (for domains or strands) within subject may vary more because fewer items are used to create those scores. We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.

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Class Roster Report Description

The Class Roster provides summary score information by class, for each strand and benchmark (GLCE) assessed within each subject area, as well as detail information for each student assessed. This report may include multiple pages to report all strands, benchmarks, and GLCEs (see *two-page sample Class Roster on pages 29 and 31*). Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name, class/group code, the school name and code, and the district name and code are also provided.

Note: A separate Class Roster Report will be generated for each assessment form administered within a class/group.

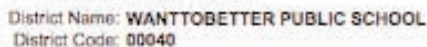
Section B lists each student's name followed by their Unique Identification Code (UIC), and Date of Birth (DOB). The scale score and performance level attained by the student for the previous and current year are reported as well as the performance

level change.

Section C provides the following information for each benchmark (GLCE), detailed by student:

- Benchmark or GLCE assessed
- Core type (core, extended core, or future core)
Please note that future core items are shaded. Future core are not included in student scale scores, strand totals, or performance levels. Future and extended core items are reported at the end of the report, in the Totals column.
- Number of points possible
- Number of points earned by the student
- Scores are subtotaled by strand (see page 29), and core type (see page 31)

Section D reports the class/group mean score for each benchmark (GLCE), strand, and core type.



Grade 7
Fall 2007
MATHEMATICS



MEAP
Michigan Educational Assessment Program

Teacher Name: LAST, FIRST
Class/Group: 1234
School Name: SUPERIOR MIDDLE SCHOOL
School Code: 34567

[illegible]

* In mathematics, performance levels are followed by an L, M, or H (e.g., 1H). These indicate that the students' scores were near the (L)ow, (M)iddle, or (H)igh end of the performance level.

Performance Level	Scale Score Range	Performance Level Change	Core Type:
1 - Advanced	(722 - 911)	SD - Significant Decline	C = Core
2 - Proficient	(700 - 721)	D - Decline	E = Extended Core (these items count towards student scores, but are not included in the strand totals in this report)
3 - Partially Proficient	(676 - 699)	N - No Change	F = Future Core (shaded items are not included in student score or Strand totals)
4 - Not Proficient	(500 - 675)	I - Improvement	
		SI - Significant Improvement	

Item Analysis Report Description

The Item Analysis Report provides summary information for each selected response (multiple-choice) item, and each constructed-response item on the assessment, including the primary Michigan benchmark (GLCE) measured by each item. The summary information reports the percentage of students selecting each response. The Item Analysis Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The aggregate data is reported by class or group, school, district, and state. This report may include multiple pages. Page numbers are printed in the center at the bottom of each report page.

Section A identifies the title of the report, the student population included in the report, the grade level, the assessment cycle, and the subject area. The teacher name, class/group code, the school name and code, the district name and code, and the number of students assessed are also provided.

Section B lists the Released Item Number, the benchmark or GLCE being assessed, and the Item Type (core, extended core, future core) for each multiple-choice item.

The Fall 2007 Released Item documents for each grade level and subject area are posted on the MEAP website at www.michigan.gov/meap.

Section C indicates the **percentage** of students selecting each response to the multiple-choice questions in section B. A plus sign (+) denotes the correct response.

• **Section D** lists the Released Item Number, the GLCE or benchmark being assessed, and the **Mean Score** for the reported population, for each constructed-response item.

Section E reports the **percentage** of students achieving each score level on a constructed-response item in Section D.

Section F reports the **number** of student responses that received each Condition Code or Comment Code. The condition codes and comment codes are reported at the individual student level on the Individual Student Report for the Fall 2007 assessments.

Condition Codes (student response receiving a 0 score):

- A) Off-topic/Insufficient
- B) Written in a Language other than English/Illegible
- C) Blank/Refused to respond
- D) No connection to the question (ELA only)
- E) No reference to either reading selection (ELA only)

Comment Codes provide additional feedback to students and educators on the extended-response items in the English Language Arts and Social Studies content areas. The numeric Comment Codes are defined on the reverse side of the Item Analysis Report. They also appear on pages 10–15 of this *Guide to Reports*.

Please Note:

Some assessment items may be particularly difficult or easy. Educators may consider how well their student groups did on an assessment item, benchmark, or strand in relation to the state results reported. State results provide a good comparison for how easy or difficult an assessment item is for all students.

Several items are used to assess some benchmarks, while other benchmarks or strands may be assessed by only a single item. A larger number of assessment items provides more reliable results. Both of these factors may make the interpretation of item analysis reports more difficult.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students has performed on a benchmark or strand within a subject area. This hypothesis should be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.



District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

CLASS ITEM ANALYSIS REPORT

All Except Students with Disabilities

Grade 6 Operational
Fall 2007
MATHEMATICS



Teacher Name: LASTNAME, FIRSTNAME
Class/Group: 1234
School Name: SUPERIOR
School Code: 34567

No. of Students Assessed = 999,999

RELEASED MULTIPLE CHOICE									
STRAND Domain	Released Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
				A %	B %	C %	D %	Omit %	Multi %
NUMBER & OPERATIONS									
ME	11	N.ME.06.01	Core	0	100+	0	0	0	0
MR									
FL									
ALGEBRA									
PA									
RP									
FO									
MEASUREMENT									
UN									
TE									
PS									

RELEASED MULTIPLE CHOICE									
STRAND Domain	Released Item Number	GLCE Code	Item Type	PERCENT RESPONDING					
				A %	B %	C %	D %	Omit %	Mul %
GEOMETRY									
GS	21	G.GS.06.01	Core	0	100+	0	0	0	
LO									
SR									
TR									
DATA & PROBABILITY									
RE									
AN									
PR									

RELEASED CONSTRUCTED RESPONSE									
Released Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Score Based on 4-point Rubric					No. of Students Receiving Condition Codes**	
			0	1	2	3	4	A	B
17	CODE	3.0	0	0	0	0	100		
18	CODE	4.6	5	10	10	10	50		
19	CODE	3.9	5	10	10	10	50		
20	CODE	4.7	5	10	10	10	50		

* = Correct Response

Due to rounding percents may not sum to 100%.

< = No summary scores provided if <10 students.

Page X of Y

** See reverse for definitions.

Fall 2007 Run Date: mm/dd/yy batchxxx-dtschcode-0000000

Feeder School Report

The Feeder School Report is a Summary Report provided to feeder schools at transition grade levels. For example, District A has three elementary schools (K–5) feeding into one middle school (6–8). Each elementary school will receive a Feeder School Report summarizing the data for current sixth-grade students that were enrolled in their elementary school at the end of Grade 5.

Section A identifies the title of the report, the assessment grade level reported, the assessment cycle, and the subject area. The Feeder Grade (grade level the students were most recently enrolled in at the Feeder School), Feeder School name and code, Tested School name and code, and the district name and code are also included.

Section B provides multiple years of summary data for each subject area. Summary data reported includes the year, the number of students assessed coming from the feeder school in the district, the mean scale score, the scale score margin of error,* the percentage of students attaining each proficiency level, and the percentage of students that met or exceeded Michigan standards within each subject area. Four years of summary data will be reported. In addition to subject area summaries, the ISD Summary Report will include Section B summary data for the current assessment cycle for each district and charter school within its boundaries.

Section C provides summary data for each domain or benchmark within each strand. The summary data reported includes the code and descriptor for each GLCE (math) or benchmark (science and

social studies), number of students assessed, the mean score, the total number of points possible, and the percentage of students earning each point value. This summary data will include aggregate and mean data for all students using the assessment form assigned to the school. The form number is located just above the page number at the bottom center of the report.

* Scale score margin of error is equivalent to the Mean score ± 2 standard errors of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.



District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

A

FEEDER SCHOOL REPORT

All Except Students with Disabilities

Tested Grade 7
Fall 2007
ENGLISH LANGUAGE ARTS



Feeder Grade: 6
Feeder School Name: SUPERIOR MIDDLE SCHOOL
Feeder School Code: 34567
Tested School Name: GREAT MIDDLE SCHOOL
Tested School Code: 54321

ACHIEVEMENT - SUMMARY

B

ACHIEVEMENT SUMMARY									
	Year	* No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Level 1 & 2
READING	Scale Score Range		(150-700)		(103-491)	(103-279)	(300-337)	(338-491)	(300-491)
	2007	11	404	394-414	100%	100%	100%	100%	100%
	2006	13	404	394-414	100%	100%	100%	100%	100%
	2005	NA							
WRITING	Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
	2007	12	404	394-414	100%	100%	100%	100%	100%
	2006	12	404	394-414	100%	100%	100%	100%	100%
	2005	NA							
TOTAL ELA	Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
	2007	<	404	394-414	100%	100%	100%	100%	100%
	2006	>	404	394-414	100%	100%	100%	100%	100%
	2005	NA							

* Includes all tested forms; including Emergency and Braille form student results.

STRAND	Domain <div>C</div>	** No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
WRITING	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

** Students who used the emergency form are not included.
Due to rounding, percents may not sum to 100%.

Summary Report Description

The Summary Report has been revised to include data on student performance level change. The report also provides a comparative set of mean scale score information for each grade level, summarized by school, district, ISD, and state. The Summary Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

This is a two page report

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, the assessment cycle, and the subject area. School, district, and ISD names and codes are included as applicable.

Section B provides achievement summary data for multiple years for each subject area. The summary data reported includes the year, the number of students assessed, the mean scale score, scale score margin of error,* the percentage of students attaining each achievement level, and the percentage of students that achieved Level 1 (Advanced) or Level 2 (Proficient) within each subject area. Four years of summary data will be reported. In addition to subject area summaries, the ISD Summary Report will include Section B summary data for the current assessment cycle for each district and charter school within its boundaries.

Note: The Fall 2005 assessment was the baseline year for the revised MEAP. The Fall 2007 Summary Reports will include data from Fall 2005, Fall 2006, and Fall 2007. Summary data will be added each year so the Fall 2009 reports will include summary data for each assessment from Fall 2006 through Fall 2009.

Section C provides summary data for multiple years on student performance level change. The summary data includes the years summarized, the number and percentage of students matched, the percentage of students in each sub-category of performance level change (Significant Decline, Decline, No Change, Improvement, and Significant Improvement) within each subject area.

Note: Section C will be included on the School Summary only. This summary data will not be meaningful at the district or ISD level because the maximum number of points possible for each domain or benchmark will vary depending on the test form administered. Districts will receive a copy of the School Summary Report for each school within their district.

Section D (Year-to-Year Transitions) Section D provides year-to-year transitions for students in grades 4 - 8 who were in the previous grade in Fall 2006, took the MEAP in both Fall 2006 and Fall 2007, and had a matching Unique Identification Code (UIC) for both Fall 2006 and Fall 2007. This data is currently provided for ELA and math. There is no progress table provided for science or social studies. The progress table provides the number and percentage of students assessed in Fall 2007, who were also assessed in Fall 2006, by performance level. The progress table provides an indication of student progress in four categories - *gaining* (indicates progress to a higher performance level from the previous year), *maintaining* (indicates same performance level from previous year if already proficient), *not gaining* (indicates same performance level from previous year if not yet proficient), or *declining* (indicates lower performance level than previous year).

(Continued on page 41)

SCHOOL SUMMARY REPORT

All Except Students with Disabilities

Grade 7
Fall 2007
ENGLISH LANGUAGE ARTS

School Name: SUPERIOR ELEMENTARY
School Code: 34567

ACHIEVEMENT – SUMMARY

PERFORMANCE SUMMARY									
	Year	* No. of Students Assessed	Scale Score		Performance Levels				
			Mean	Margin of Error	4-Advanced	3-Proficient	2-Partially Proficient	1-Not Proficient	Levels 1 & 2
READING	Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
	2007	999,999	404	394-414	100%	100%	100%	100%	100%
	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
WRITING	Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
	2007	999,999	404	394-414	100%	100%	100%	100%	100%
	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%
TOTAL ELA	Scale Score Range		(150-700)		(150-250)	(251-350)	(351-550)	(551-700)	(351-700)
	2007	999,999	404	394-414	100%	100%	100%	100%	100%
	2006	999,999	404	394-414	100%	100%	100%	100%	100%
	2005	999,999	404	394-414	100%	100%	100%	100%	100%

* Includes all tested forms; including Emergency and Braille form student results.

PERFORMANCE LEVEL CHANGE – SUMMARY

	Years Summarized	Students Matched+ No.	Percent	Performance Level Change				
				Significant Decline	Decline	No Change	Improvement	Significant Improvement
READING	2006 & 2007	999,999	100%	100%	100%	100%	100%	100%
TOTAL ELA	2006 & 2007	999,999	100%	100%	100%	100%	100%	100%

+ The number of students with matching test results from both years.

Note: The writing assessment is not long enough to precisely categorize students' year-to-year progress.

D

PERFORMANCE LEVEL CHANGE – YEAR-TO-YEAR TRANSITIONS

	Fall 2006 Performance Levels	Fall 2007 Performance Levels			
		4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced
READING	4-Not Proficient	123456 (100%) <i>not gaining</i>	123456 (100%) <i>gaining</i>	123456 (100%) <i>gaining</i>	123456 (100%) <i>gaining</i>
	3-Partially Proficient	123456 (100%) <i>declining</i>	123456 (100%) <i>not gaining</i>	123456 (100%) <i>gaining</i>	123456 (100%) <i>gaining</i>
	2-Proficient	123456 (100%) <i>declining</i>	123456 (100%) <i>declining</i>	123456 (100%) <i>maintaining</i>	123456 (100%) <i>gaining</i>
	1-Advanced	123456 (100%) <i>declining</i>	123456 (100%) <i>declining</i>	123456 (100%) <i>declining</i>	123456 (100%) <i>maintaining</i>

Number (%) of Students Assessed in 2007 Matched to 2006: 999,999 (100%)

WRITING	4-Not Proficient	0 (0%) <i>not gaining</i>	0 (0%) <i>gaining</i>	0 (0%) <i>gaining</i>	0 (0%) <i>gaining</i>
	3-Partially Proficient	0 (0%) <i>declining</i>	0 (0%) <i>not gaining</i>	123456 (100%) <i>gaining</i>	0 (0%) <i>gaining</i>
	2-Proficient	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	0 (0%) <i>maintaining</i>	0 (0%) <i>gaining</i>
	1-Advanced	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	0 (0%) <i>maintaining</i>

Number (%) of Students Assessed in 2007 Matched to 2006: 999,999 (100%)

TOTAL ELA	4-Not Proficient	0 (0%) <i>not gaining</i>	0 (0%) <i>gaining</i>	0 (0%) <i>gaining</i>	0 (0%) <i>gaining</i>
	3-Partially Proficient	0 (0%) <i>declining</i>	0 (0%) <i>not gaining</i>	0 (0%) <i>gaining</i>	0 (0%) <i>gaining</i>
	2-Proficient	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	123456 (100%) <i>maintaining</i>	0 (0%) <i>gaining</i>
	1-Advanced	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	0 (0%) <i>declining</i>	0 (0%) <i>maintaining</i>

Number (%) of Students Assessed in 2007 Matched to 2006: 999,999 (100%)

Section E provides summary data for each domain or benchmark within each strand. The summary data reported includes the code and descriptor for each GLCE (math) or benchmark (science and social studies), the number of students assessed using that form, the mean points earned, the total number of points possible, and the percentage of students earning each point value. This summary data will include aggregate and mean data for all students using the assessment form assigned to the school.

* Scale score margin of error is equivalent to the Mean score ± 2 standard errors of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.



District Name: WANTTOBETTER PUBLIC SCHOOL
District Code: 00040

SCHOOL SUMMARY REPORT

All Except Students with Disabilities

Grade 7
Fall 2007
ENGLISH LANGUAGE ARTS



School Name: SUPERIOR ELEMENTARY
School Code: 34567



STRAND	Domain	** No. of Students Assessed	Mean Points	No. of Points	Percent of Students Scoring																				
					0	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
READING	Word Recognition and Word Study	999,999	2.0	3	0	0	100	0																	
	Narrative Text	999,999	14.1	20																					
	Informational Text	999,999	11.2	20																					
	Comprehension	999,999	13.2	20																					
WRITING	Writing Genres	999,999	13.5	20																					
	Writing Process	999,999	15.3	20																					
	Grammar and Usage	999,999	3.5	5																					
	Spelling	999,999	12.5	20																					

** Students who used emergency form are not included.
Due to rounding percents may not sum to 100%.

Demographic Report Description

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each proficiency level, and the percentage of students that met or exceeded Michigan standards within each subject area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are aggregated by school, district, ISD, and state. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant

Please note the following:

- 1) *A separate report is generated for the Students with Disabilities subgroup.*
- 2) *Homeless student data is also included on the Demographic Report.*
- 3) *No summary scores are provided for subgroups containing*

less than ten students.

- 4) *Students that have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MEAP assessment administration will no longer be reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined from the enrollment data submitted via SRSD. A student's score is excluded from the AYP determination if the student has not been enrolled at the school on the **three** (3) previous official count days. These students are included in all applicable demographic subgroups.*

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, and the assessment cycle. School, district, and ISD names and codes are included as applicable.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements. (Refer to the Ethnicity definitions in the MEAP Coordinator Handbook www.michigan.gov/meap for definitions.) The remaining categories are reported by a *yes* or *no* response.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each proficiency level, and the percentage of students that met or exceeded Michigan standards within each subject area.

This is a multiple-page report with ELA scores reported on one page and Math, Science, and Social Studies scores reported on another page for each of the three student population groups identified in the first paragraph on this page.



District Name: WANTTODIRECT PUBLIC SCHOOL
District Code: 00040

A

SCHOOL DEMOGRAPHIC REPORT

All Students

Grade X

Fall 2007



School Name: SUPERIOR ELEMENTARY
School Code: 34567

School	READING							WRITING							TOTAL ELA						
	No. of Students Assessed	Mean Scale Score	Percent at					No. of Students Assessed	Mean Scale Score	Percent at					No. of Students Assessed	Mean Scale Score	Percent at				
			Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *			Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *			Level 4	Level 3	Level 2	Level 1	Level 1 & 2 *
Total All Students	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Gender																					
Male	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Female	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Ethnicity																					
American Indian/Alaskan Native	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Asian/Pacific Islander	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Black, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Hispanic	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
White, Not of Hispanic Origin	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Multiracial	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Additional Reporting Groups																					
Economically Disadvantaged: Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
No	<							<							<						
English Language Learners: Yes	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
No	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Formerly Limited English Proficient	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Migrant	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Homeless	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Accommodations																					
Standard - All	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Nonstandard - All **	999,999																				
Standard ELL Only	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
Nonstandard ELL Only **	999,999																				

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.

** No summary scores provided if <10 students.

*** Results for these students are invalid and not reported.

Comprehensive Report Description

The Comprehensive Report provides grade level summary score data by subject area. The District Comprehensive Report lists summary score data for the district, followed by each school within the district. The ISD Comprehensive Report lists summary score data for the ISD, followed by each public school district, PSA, and each non-public school within the ISD.

Section A identifies the title of the report, the level of aggregation (District or ISD), the student population included in the report, the grade level and the assessment cycle. District and ISD names and codes are included as applicable.

Section B identifies the ISD, district and schools as determined by the report aggregation (District or ISD).

Section C provides the number of students assessed, the mean scale score, the percentage of students attaining each proficiency level, and the percentage of students that met or exceeded grade level expectations for Michigan students within each subject area.

This is a multiple page report with ELA scores reported on one page and math, science and social studies reported on another page.

DISTRICT COMPREHENSIVE REPORT

All Students

Grade X

Fall 2007

		READING						WRITING						TOTAL ELA								
		No. of Students Assessed	Mean Scale Score	Percent at				No. of Students Assessed	Mean Scale Score	Percent at				No. of Students Assessed	Mean Scale Score	Percent at						
				Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*			Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
DISTRICT NAME		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 1	<div>B</div>	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 2		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 3		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 4		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 5		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 6		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 7		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 8		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 9		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 10		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 11		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 12		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%
SCHOOL NAME 13		999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%	999,999	123	0%	0%	100%	0%	100%

Performance Level
1 & 2 - Advanced and Proficient
1 - Advanced
2 - Proficient
3 - Partially Proficient
4 - Not Proficient

* Percent proficient may not equal the sum of level 1 & level 2 due to rounding.
< = No summary scores provided if <10 students.

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Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this guide, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below.

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